



## Assessor's Evaluation for the IQM CoE Award



**School Name** LVS Hassocks  
London Road  
Hassocks  
West Sussex  
BN6 9HT

**Head/Principal** Ms Rachel Borland

**IQM Lead** Mrs Deborah Thwaites

**Date of Review** 1<sup>st</sup> February 2024

**Assessor** Ms Melissa Hendry

### IQM Cluster Programme

**Cluster Group** Cosmos Learning

**Ambassador** Ms Fiona Robinson

**Next Meeting** 27<sup>th</sup> February 2024

### Meeting Focus

### Cluster Attendance

Term	Date	Attendance
Summer 2022	22 <sup>nd</sup> June 2022	No
Autumn 2022	11 <sup>th</sup> November 2022	Yes
Spring 2023	17 <sup>th</sup> March 2023	Yes
Summer 2023	16 <sup>th</sup> June 2023	No
Autumn 2023	7 <sup>th</sup> November 2023	No
Spring 2024	27 <sup>th</sup> February 2024	
Summer 2024		

### The Impact of the Cluster Group

Staff from LVS Hassocks have not attended the last two Cluster meetings, leaders are aware of this and will ensure that upcoming days are attended.

Leaders are aware of the importance of attendance and involvement at Cluster days to retain IQM status.



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### **Evidence**

#### **Discussions with:**

- Students.
- Staff.
- Principal.
- Senior Leadership Team.
- Chair of Governors
- Parents.

#### **Additional evidence:**

- Self-evaluation document.
- Learning walk.
- Visit to the horticultural area of the school.



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### Summary of Targets from 2022-2023

New leaders inherited last year's targets and they do not necessarily align with the current priorities of the school. The next set of targets reflects what leaders feel is appropriate.

#### Target 1:

**To ensure the Mental Health of Students is a priority in the school.**

Leaders prioritise the mental health of their students and staff. Sixteen members of staff have been trained as Mental Health First Aiders and as a result, they can offer effective support and signposting to all.

The school nurse is an integral part of the wellbeing support of LVS Hassocks and is highly respected by all. She will be working towards her Senior Mental Health Lead qualification. The school nurse is passionate about this role and is fully supported by the leadership team.

#### Next Step:

- To continue to upskill staff on emotional literacy support and invest in training more staff as Emotional Literacy Support Assistants (ELSAs).

#### Target 2:

**Students make excellent academic outcomes based on their starting points.**

Students and staff take pride in their work and their achievements and examples of their work are displayed proudly around the school. This is especially evident in the art room. The quality of students' work is exceptional with each piece telling a story.

Pupil self-regulation and behaviour support are a current focus for school leaders. Appropriate and effective training for staff and the setting of high and consistent expectations are resulting in students engaging in their learning due to the individualised strategies and support that is in place for all. This is positively impacting student outcomes.

#### Next Step:

- To evidence student progress and academic outcomes as part of upcoming Independent Schools Inspectorate (ISI) inspection.

#### Target 3:

**To reduce micro aggression in the workplace and increase awareness and understanding of it and its impact.**



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Staff have received training on what micro-aggression is to ensure that they can understand, recognise and challenge where needed. Carefully planned lessons have been created to support students in understanding micro-aggression and what they can do if they recognise it.

### **Next Step:**

- Staff to remain vigilant and challenge micro-aggression when witnessed in the classroom or workplace.



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### Agreed Targets for 2023-2024

#### Target 1:

**To build the middle leader group to strengthen leadership across the school.**

#### Comments:

Following significant changes within the Senior Leadership Team, it has been recognised that succession planning is key. Skill, knowledge and passion of teachers have been explored and co-ordinators have been appointed in Equality, Diversity and Inclusion (EDI) and Personal, Social, Health and Economic (PSHE) education.

The school plans to train more Designated Safeguarding Leads (DSLs) to increase capacity within their safeguarding team.

#### Target 2:

**To train Mental Health Lead and further promote Mental Health First Aiders across the school.**

#### Comments:

Leaders plan to prioritise mental health and highlight the support that is currently on offer as well as future plans. The intention is to re-energise staff and encourage them to feel empowered and supported in their roles.

It is planned that staff will receive de-escalation, diversion and physical intervention training.

#### Target 3:

**To increase lesson learning outcomes with attendance and productivity.**

#### Comments:

Staff will be supported to create individualised action plans to support students to attend and engage in lessons.

Subject leads will complete audits within their curriculums to monitor and action teaching and learning, this will include student voice.

Leaders intend to complete more learning walks and lesson observations to demonstrate an increased Senior Leadership Team (SLT) presence.

#### Target 4:

**To promote Mathematics across the school to extend learning and achievement.**



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### Comments:

Leaders intend to work collaboratively with students to gain their feedback and views on Mathematics and address anxieties and barriers linked to the subject.

Following student, parent and teacher feedback, how Mathematics is taught will be reviewed to ensure more challenge and less use of worksheets.



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### Overview

From the moment I stepped out of my car in the car park at LVS Hassocks, I was met warmly by staff and students. Since my last visit, the school has been through a period of significant change within the Senior Leadership Team (SLT). The passion and high expectations of the new Principal are playing a critical role in reshaping the inclusive culture at LVS Hassocks.

During my learning walk, I was bowled over by the confidence of some pupils to approach me and engage in meaningful conversation, all were keen to know who I was, and all proudly continued to engage with the sessions I joined. Teachers skilfully engaged more disengaged students through individual interests and Zones of Regulation were observed to be embedded and relevant to support students to self-regulate. It was clear from a discussion with a parent that students can generalise these skills out of school by being able to comment on how they are feeling and accessing self-regulation activities.

The Leadership Team at LVS Hassocks strives to provide a model of openness and honesty to stakeholders. This is appreciated by students, staff, parents and Governors who readily share that they feel valued and listened to. Stakeholders use shared and consistent language to describe their school, and I commonly heard the words “valued”, “listened to” and “high expectations” throughout my visit. This consistency demonstrated a common sense of purpose and identity.

All staff within the school are committed to enabling each student to develop socially, emotionally, physically and academically in their own way and at their own pace. During my discussions with students, it was evident that all felt someone cared for them at LVS Hassocks. Leaders at LVS Hassocks have identified a need for more explicit teaching and support for students in developing their social skills. As a result, a tailored social skills curriculum has been devised. Staff are united in their quest to make LVS Hassocks a safe and secure sanctuary for the students.

It was a joy to observe students in the horticultural area of the school, the levels of engagement shown were fabulous and students were eager to tell me all about what they were planting and how it would be used during cookery lessons. One student proudly brought me a chicken to see, his level of knowledge was fascinating, and I certainly came away from the conversation knowing much more about chickens!

During a meeting with the school's Chair of Governors, he spoke passionately about his involvement with the school. It was evident that he cares about the school and student outcomes with a focus on the importance of life after school. He is working to develop links between the school and local industry to establish potential work placements.

Leaders strive to ensure a holistic approach to therapy, and it is evident that there is a collaborative approach in place between leaders, therapists and class staff. There is a bespoke therapeutic curriculum in place at LVS Hassocks that has a functional and holistic core. Students and parents are actively encouraged to express their views on what support is needed.



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Leaders are prioritising staff Continuing Professional Development (CPD) to support students to achieve the best possible outcomes as well as address recruitment and retention issues. Upskilling, developing and investing in staff is supporting the desired culture shift towards a more collaborative team approach. This is amplified by staff having an active voice in what CPD they feel is needed, both as a staff team or individually. CPD for teachers has doubled with two weekly sessions, 'Golden Moments' is a lovely addition to the whole school's weekly CPD session, where successes from the week are shared with the team.

Leaders are deeply committed to shifting the culture around behaviour at LVS Hassocks. The new leadership team quickly identified the need for behaviour to become a priority to ensure the safety of all. This has involved working with all stakeholders to develop knowledge and understanding of the functions of behaviour, behaviour support and consistent protocols. It was very evident from discussions with some students that the behaviour of some of their peers results in them feeling unsafe. Students were able to confidently articulate how changes that have taken place have resulted in them feeling safer at school. Staff reported that behaviour is now dealt with more fairly and consistently and parents feel that students are now being supported to understand the consequence of their actions with clearer rules and higher expectations of behaviour.

On starting in her role, the Principal swiftly identified the need for Education, Health and Care Plans (EHCPs) and the annual review process to be addressed. As a result, teachers are starting to take ownership of EHCPs and the annual review process and regarding them as an integral document to support students to reach their potential, ensuring that they are aware of provision and outcomes. Parents I spoke to feel that their voice is heard during annual review meetings and as a result, outcomes set for students are relevant and meaningful.

Equality, Diversity and Inclusion (EDI) are high on the agenda for leaders. Passion and enthusiasm radiated from the EDI Lead when she was taking me through her successes and action plan. Collaboration with students and staff has been key to helping change the EDI culture within the school. Leading with an attitude of being curious together and accepting that nobody has all the answers alone is inspiring and impactful. EDI is far from tokenistic at LVS Hassocks as a result of the work being done.

A stand-out moment of my day was a parent sharing the emotional journey her son has been on from being in a mainstream provision to joining LVS Hassocks. She spoke honestly of the trauma her son had been through and the support and guidance that the school has offered her son and her family during his transition. She told me how the school has supported her son to, "remove his mask and be who he is meant to be".

It was a joy to observe the great practice taking place at LVS Hassocks and the new visions of the leadership team, I am excited to see the progress made with the new targets over the next year and the impact on student outcomes and staff retention.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has





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interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Ms Melissa Hendry**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd